

**Jimma university college of education and behavioral sciences department
of educational planing and management**



by

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OCTOBER 2021

JIMMA, ETHIOPIA

Implementation and adoption practices of kaizen philosophy: the case of some
selected woreda educational office of Jimma zone.

A thesis submitted to the department educational leadership college of behavioral
sciences and education of Jimma University in partial fulfillment of the
requirements for Masters of Arts in Educational Planning and Leadership

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October 2021

JIMMA, ETHIOPIA

Declaration

I, The undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the proposal have been duly acknowledged.

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Acknowledgments

I would like to thank my almighty God who has been the pillar of my life and words fill me to express my feeling that my God did it to me. This thesis would not have been successful without invaluable support thoughtful assistance and guidance I sincerely thank all those individuals who inspire and support me in the completion of this study. First my advisor AbunuArega (PhD.) for his guidance critiques and continuous encouragement during the entire period of the study. And my heartfelt gratitude goes to my co-advisor AbeyaGeleta (PhD) who gives me constructive ideas until I complete my thesis by burning his time for me. Thirdly all my friends supported me a lot and sacrificed many times during my data collection from the Jimma zone Education office and selected woredas and Mr. Fajjii he support me a lot and sacrificed manytimes during data analysis by Scientific Package for social science (SPSS). Special thanks to my wife, and children for their understanding, sacrificed their time and encouragement in the period that I was unavailable for them during the entire Master of Art (MA) study period.

Abstract

*This study was deals with theImplementation and adoption practices of kaizen philosophy: the case of some selected educational office of Jimma zone. Descriptive survey research design was used. And mixed approach research methodology was used. The data was collected from 7 selected woreda education offices of Jimma zone. 106 poplations which includes 7 head officers and 99 employes were selected by using simple random sampling method. . The result of finding shows that regarding the extent of Jimma Zone education office practice of the Implementation of Kaizen philosophy; most of the respondants were respond that there is no satisfactory practice of the Implementation of Kaizen philosophy. The grand mean result was 2.634 with a standard deviation 0.552. similarly the result of the second objective about the perception of employee towards adoption practices of Kaizen philosophy; most of the respondants have no posetive perception towards the adoption practices of Kaizen philosophy. The grand mean result was 2.432 with a standard deviation of 0.488. moreover the third objective was about the challenges observed in adoption of the implementation practice of Kaizen philosophyiy. The grand mean was 2.60 with a standard deviation of 0.507. Finally, the result from correlation coefficients (Kaizen implementation practice, perception on kaizen and evaluative of kaizen was 0.633** 0.731** and 0.863** . At $p = .000$). From this finding it can be concludes that there is no satisfactory practice of the Implementation and they have no posetive perception towards the adoption practices of Kaizen philosophy. Due to lack of good work attitude, skill, and lack of knowledge about kaizen principles,techniques and tools. Moreover due to the leadership system was traditional before starting kaizen and other change tools there is lack of awareness about kaizen and benefit of kaizen in the service sector. Based on these conclusion it can be recommended for zonal education office and weredas education offices to investigate current improvement practices to determine whether formal improvement processes are in place. In addition the research recommend the selected jimma zone educational office to become involved through well-planned programs in the advancement of its implementation practice.*

Keywords:*Practice ,Adoption, Implementation and practice of Kaizen philosophy, woreda education offices*

Abrevation and Acronyms

BPR = Business Process Reengineering

BSC = Balanced Score Card

CI = Continuous Improvement

CII = Continuous Incremental Improvement.

CLK = Concept, and Level of Kaizen.

EKI = Ethiopia Kaizen Institute.

EWA = Employee Work Attitude.

FMS=Financial Management System

JICA = Japanese International Cooperation Agency.

JWA = Japanese versus Western Approach.

NGO = Non-Governmental Organization.

QC = Quality Control.

TQM = Total Quality Management

USA =United States of America.

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CHAPTER ONE

INTRODUCTION

This chapter has presented the background of the study that the initiative of the research ideas and background of the Study Area, statement of the problem, basic research questions that the focused research questions and objective of the study, the significance of the study, the scope of the study including limitation of the study and operational definition of basic terms are explained each other and presented.

1.1 Background of the Study

In Japanese, Kaizen means “continuous improvement” The word implies improvement that involves everyone both office heads and workers and entails relatively little expense (Masaaki, 2000). The introduction of kaizen traces back to post-World War II. The Toyota production system is known for kaizen, where all line personnel is expected to stop their moving production line in case of any abnormality and, along with their supervisor, suggest an improvement to resolve the abnormality which may initiate a kaizen. This shows kaizen has brought great success in the Japanese economic current economic condition and originates in the manufacturing sectors.

The spirit of Kaizen is all about achieving improvement by taking small steps instead of drastic, rigorous changes. It involves setting and continually improving standards without large capital investments. The objectives of Kaizen include eliminating waste, or activities that add cost (Zrenjanin, Serbia 2011). One of the strategies implemented by many companies to improve their competitiveness is to apply the continuous improvement or Kaizen concept in their organization (Teece, 2007).

The Kaizen philosophy is based on the understanding that the way of our life requires a consistent improvement. Therefore, the best way to react to this increase global competitiveness is for companies to conduct improvement activities to continue with the objectives to reduce wastes. Revolutionizing teaching and learning through Kaizen philosophy to achieve quality education has been a vital concern among educators in the academe in the world today (Gordon & Jeanette, 2015). Kaizen, which means continuous improvement, is built on quality as a part of the total process. Thus, to do Kaizen, or tokaizen, is to implement Kaizen principles in the name of a quality or continuous quality improvement. This concept, first espoused by Masaaki Imai

only to improve industrial efficiency in Japan, has now become an interesting theory in the teaching and learning process.

Kaizen's philosophy in education is equivalent to aiming for quality, which had become a continuous struggle for both teachers and students. But since kaizen means continuous quality improvement, it means continuing improvement in personal, home, social, working, school, and university life. As LalFonseka, a productivity consultant of Brand Lanka Limited put it, when applied to the school, kaizen means continuing improvement involving every person –the principal or dean, teachers, parents, and students (Fonsenka, 2011).It provides a way of responding to the growing need to deliver more while consuming less using Kaizen principles. It uses cultural change to deliver dramatically improved service and decreased costs. By involving people at the right level it develops a sense of ownership for work. It also develops Teamwork within departments, making the University leaner, smaller, and increasing morale. Some of the results of Implementingan education Program are; Reduced Costs, Reduce Process Times, Better service to Students, Simpler administration for Academics, More time for staff to spend doing the important stuff.

Businesses cannot avoid even radical changes in their business, such as major changes in technology, radical replacement of parts of the infrastructure (new generation machinery and equipment, construction of new halls, comprehensive redesign of the manufacturing process, etc.), marked change in product mix in response to market developments, changing marketing and business strategy, a strong intervention in the production (other cycles, benefits, periods, dates, etc.). For this reason, these types of changes are called practice .Practice is defined as the applied knowledge, which increases the added value to the implementation of the step change. The term in this context suggests the following differences between the Kaizen and practice . You are in need to ensure a different type of procedure and a specific type of aid management. Practice and Kaizen are not against each other and are not in conflict with each other, but they serve the system of approaches for implementing different types of changes. (Jan Prachař, 2013).

Implementation and practice of the Kaizen philosophy helped many firms in India to achieve better operational excellence and improve their productivity (Endale, 2016). Kaizen implementing package is focused on improving productivity, quality, cost reduction, quick

delivery, establishing safety, and raising workers morale to achieve better customer satisfaction and maximize the success of the enterprises (Addis Ababa Technica Vocational Education and Training Bureau, 2014).

According to the concerned delegation of the Ethiopian Government, provisional successes or failure of its Kaizen implementation and its sustainability is determined by the Education centers. Monthly and Annually Reports of 2012 prepared by the College and the district levels stated that those executives, implementers, and owners of the small and micro-enterprise were found to lack the proper knowledge, attitude, and skills for the proper implementation of Kaizen and for using it to bring about the desired kind of improvement and transformation in Addis Ababa in particular and in Ethiopia in general (TVET College, 2011).

As an approach to measure and change many of these indicators, the Kaizen philosophy is applied. Find a good scientific definition for Kaizen has been proven difficult as it can be translated as a change to being good or better (Brunet and New, 2003). The Japanese Imai (1986) coined the term as an overarching philosophy for continuous, incremental improvement of all aspects of an organization (Doolen et al., 2008). In the production industry, this philosophy stands for the goal to create a common awareness of all employees to continuously reflect on their activities and processes as well as the overall context to find ways for improvement, independently from hierarchical boundaries and creation of improvement projects (Imai, 1986).

Curriculum development is the dynamic relationship between the objectives, content, learning-teaching process, and evaluation elements of the educational program. In the context of this definition, Kaizen principles could be very useful for curriculum development. Additionally, when the similarities between Japanese culture and Turkish culture are taken into account by additionally considering the appropriateness of the Kaizen principles for curriculum development, it might be beneficial to investigate the core principles of the Kaizen approach and incorporate it in curriculum development in this regard (Demirel, 2009).

Different countries in the world which have applied Kaizen Management techniques have various types of practice and encountered multi-dimensional challenges. Japan employed Lean Management and all the concepts which the term carries (Karn P., 2009). Germany also practices

the suggestion system of Kaizen (Hultgren, 2008). In Canada, there is an application of Continuous Improvement (CI) of Kaizen philosophy which consists of “improvement initiatives that increase successes and reduce failures” (Bhuiyan&Baghel, 2005). In the same light, Becker and Snow (1997) found out that the United States of America has used the Deming Management Method or the Total Quality Management (TQM) of the Kaizen Techniques. In Ethiopia, there are the practices of both Western and Japanese Management techniques, like Business Process re-engineering (BPR), benchmarking, Balanced Score Card (BSC), and Kaizen (Berihu, 2009).

The benefits of Kaizen management practices include immediate results, waste reduction, improvement in all areas, decreasing the general production costs, sustainable improvement of quality, delivery deadlines, working conditions, motivation, and involvement of employees in the continuous improvement of enterprise’s performance, ensuring discipline and standardization.

1.2. Statement of the Problem

Different countries in the world which have applied Kaizen Management techniques have various types of practice and encountered multi-dimensional challenges. Japan employed Lean Management and all the concepts which the term carries (such as Just-In-Time, Kaizen, [Sort, Set in order, Shine, Standardize, and Sustain-5S], and others (Assefa. B, 2010). Germany also practices the suggestion system of Kaizen (Hultgren, 2008). In Canada, there is an application of Continuous Improvement (CI) of Kaizen philosophy which consists of “improvement initiatives that increase successes and reduce failures” (Bhuiyan and Baghel, 2005).

Kaizen in Teaching and Learning “The basis for learning in the classroom is known as the constant improvement where teachers and students always seek ways to improve the system to enhance the fun of learning” (LalFonseka (2011). Learning the kaizen method is beneficial. As for the author, acquiring kaizen skills has made him change the educator he used to be and what he used to do. This Japanese work principle had changed his perception of effectiveness, efficiency, commitment, and quality profession. The author’s claim of Kaizen’s effectiveness in teaching and learning has been corroborated by many researchers and educators.

In the present day, many schools want to be acknowledged as sources of good quality higher education. As such, they want to discover innovative ways of representing performance. They

respond to students' demand for valuable teaching: students want to make sure that their schooling will lead to jobs and will provide them the abilities needed in the society of today and tomorrow. Mobility of students and escalation of fees amplify the consideration given by students to the quality of the teaching. The institutions need to develop pioneering approaches to measure the impact of their hold upon quality teaching (Mohammed and Khayum, 2017).

The assessment came up with several problems associated with the implementation of Kaizen in all populations of the Jimma zone. Woredas reported in the meeting that the Kaizen training implementation in educations was not being fully implemented. This was due to several reasons (such as the absence of a good attitude toward implementation and the owners of the education lack awareness of Kaizen implementation. In addition, the capacity of the implementers (both office heads and experts) has not been good; there were material and financial constraints and the executives' and the implementers' poor capacity to apply the proper policy and strategy in a context-sensitive approach.

By applying Kaizen in education to the school curriculum, it is possible to figure out the outdated chapters and contents quickly and replace them or append the textbooks as per the current generation's line of thinking. By undergoing this type of transformation process, the system will be refined and improved. There will be aspects and students will have access to the best possible material than ever before. Revolutionizing teaching and learning through Kaizen philosophy to achieve quality education has been a vital concern among educators in the academe in the world today (Gordon & Jeanette, 2015). Kaizen, which means continuous improvement, is built on quality as a part of the total process. Thus, to do Kaizen, or to kaizen, is to implement Kaizen principles in the name of a quality or continuous quality improvement. This concept, first espoused by Masaaki Imai only to improve industrial efficiency in Japan, has now become an interesting theory in the teaching and learning process.

One of the reasons for these findings is that teachers do not change many aspects of their teaching, even if they generally assess teaching evaluations to be useful (Beran et al., 2005). Not only on course level but also departments and schools face the challenge to develop measures out of student evaluations (Ballantyne et al., 2000).

The concept of continuous improvement of quality and productivity is ideal in the deficiency of stress work, fair salary, the proper social condition of employees, organization-wide group activity based on Kaizen mindset and self-disciplined employees. In motivated of these and other challenges, many organizations are becoming beneficiary by implementing Kaizen management technique; MoI June (2011). On the other hand, there are also several serious challenges and problems facing the implementation of the Kaizen program, for instance, lack of highly skilled human resources, differentiated managerial tools, a technological and capacity institutional system, capability gaps, organizational culture, employee motivation and commitment and systematic study were not conducted regarding Kaizen program implementation.

The implementation of Kaizen and the Kaizen practice and adoption practices in the Educations were not being fully implemented. In line with this, therefore, the purpose of this study is to analyze the practice and adoption practices of Kaizen in Jimma Zone selected woredas Educational office.

To fill the gap in the study the researcher prepares the following questions:

- ☛ To what extent does Jimma Zone education office practice the Implementation Kaizen philosophy?
- ☛ What is the perception of employee towards adoption practices of Kaizen philosophy?
- ☛ What are the challenges observed in the adoption of the implementation practice of Kaizen philosophy in Jimma zone educational office?

1.3. Objectives of the Study

1.3.1. General Objective

The main aim of this study is to analyze the implementation practice and adoption practices of Kaizen in Jimma Zone Selected woredas educational offices

1.3.2. Specific Objectives

- ☛ To assess the implimentetion practice of caizen philosophy in in selected Woreda of Jimma Zone educational offices .

- ☛ To examine the perception of employee towards adoption practices of Kaizen philosophy?
- ☛ To examine the challenges observed in adoption of the implementation practice of Kaizen philosophy in Jimma zone educational office.

1.4. Significance of the Study

The result of this research was applied by the selected woredas education office under study to realize its achievements, the ways of keeping improvement cycles to go forward continuously they ensure that implementation is to improve and withstand. Also, administrators need skills and knowledge that allow them to work with other implementers in the selected woredas education office and schools. In sum, the findings of the study may help all stakeholders within the education program mainly; researchers, educators, and policymakers, to improve the practice of the kaizen implementation process and create some awareness in kaizen philosophy so that implementation was received due attention.

1.5 Scope of the Study

The study was conducted at Jimma Zone some Selected woreda education offices and the title of the study is to assess implementation and adoption practices of Kaizen philosophy in the education office. Depending on the population the study was targeted on only office heads, and employees working in selected woredas education offices.

1.6 Operational Definitional Terms

Kaizen: is a Japanese word that has become common in many western companies. The word indicates a process of continuous improvement of the standard way of work (Chen, Dugger, and Hammer, 2000).

The Concept of Kaizen is continuous, incremental, improvement of all aspects of the organization (Jennifer A. Farris, 2006).

Practice :is defined as the applied knowledge, which increases the added value to the implementation of the step change. It will be applied within the educational change with Kaizen.

Adoption: is a process whereby a person assumes the parenting of another, usually a child, from that person's biological or legal parent and parents.

1.7 Limitation of the Study

This study is limited only to the assessment of practice and adoption practices of kaizen selected woreda education offices of Jimma zone based on all conceptual model variables that the described under the kaizen application success factors; technical factors.

1.8 Organization of the study

This thesis is organized into five chapters as the following chapter one background of the study, organization of the study, statement of the problem, research question, and objective of the research the significance of the study including scope, limitation of the study, and organization of the study. Chapter two related literature review which means the kaizen and kaizen principles, techniques and tools have been narrated in depth from the perspective of theoretical and practical implications. Chapter three presented research design and methodology chapter four data analysis and interpretation and the final finding attained from this study. Chapter five include conclusion and recommendation that the area of the case offices and the last presented the relevant, appendix, other relevant documents, and reference.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept and Definitions of Kaizen

The concept of kaizen is so deeply internalized in the mind of Japanese people and they always think the way of kaizen philosophy. Kaizen philosophy has three main principles proposed in 1986: process orientation, improving and maintaining the standard, and the last principle: people orientation (Josh, 2012).

Kaizen is the source of thought which is focused on the process to achieve better results, so we have to improve the processes that lead to them. Furthermore, it is focused on people and on their working efforts. Traditional management says that in the enterprise there are two groups of people, those who think, innovate, and design, and those who only work. There is a conclusion that workers should not think about anything else besides work. Kaizen is based on the fact that people in the company must use the mind as well as muscles and hands (Kosturiak, 2010). In the background, Kaizen is a strategy minding the fact that if the management of each company wants to create a profit, it must strive to meet the needs of the customer and the improvement in areas such as quality, costs, and deadlines. Kaizen is a strategy to improve, which is driven by customer needs. The basis of this strategy is the view that all activities should be ultimately led to increase customer satisfaction. Kaizen strategy has created the system of access and tools for solving problems, especially for the realization of this objective (Imai 2004).

Kaizen is a combination of two words from one Japanese concept that its definition refers to a change toward better or continuous and gradual improvement. Kaizen stands on this philosophy that is not necessary to look for explosive or sudden changes for the improvement of the organizations, but any improvement or reform will bring productivity enhancement if they are continuous and constant (Josh, 2012).

Kaizen even to the Japanese is a difficult word to conceptualize and subsequently define (JRS 2006). Any attempt to develop a definition requires prior conceptualization, resulting in identifying kaizen as a philosophy or a deterministic model of tools and methods, or a combination of both particularly, and a series of prescribed changes for ingenuity, improvement,

and reform. Nevertheless, these are merely descriptions from different angles. No matter what explanation is offered, there is still much subjectivity. Given the holistic nature of the Japanese language (Poole, 2009) and differing perspectives, it is difficult to develop a truly explicit and universal definition of kaizen (IRS, 2006a).

Japanese academic and practitioner literature does not offer a precise definition; nor do Japanese authors define the term, even when writing specifically on the topic. The closest to an outright definition may be found in the work of Itoh (2004). Although he attempts to construct a definition, nothing explicit or viable is forthcoming, resulting in only generally accepted, rather than definitive discourse. The literature does, however, find offerings such as —the constant and indefinite pursuit of [improvements in] safety, operation efficiency and morale, and -an intellectual and creative activity..... [Involving] thinking process, Induction, [and] deduction (Irikura&Imaeda, 2007. p. 12).

2.2 Evolution of Kaizen

The kaizen manufacturing processes in Japan had been revolutionized the way enterprises deliver products to their customer. In the other words, it needs the ambition to advance, retain market share and satisfy its domestic market with expanding into the international market. Asayehgn (2014) pointed out as the kaizen philosophy has become a dream for many manufacturing companies from the initiative of Japan manufacturing enterprise to build a culture of continuous improvement.

Japan assimilated and developed this own management practice method and performance in the U.S.A which became kaizen spread rapidly among Japanese companies including a large number of small and medium-sized enterprises. Lmai (1986) stated the concept of kaizen has received much attention as a key to Japan's competitive advantage. And kaizen used in management means the creation of a system that enables continuous and sustainable improvement for an organization. As well as for global competition call for never-ending improvement the goal of kaizen activities is not static, it always has to be shifted to a higher level.

Kaizen for implementing the perspective of promoting adaption and dissemination of kaizen in Ethiopia as the quality and productivity improvement especially practice in the manufacturing sector.(MOI 2011) meanwhile, kaizen is a system continuous undertaking by an organization to

improve the business activities and processes to improve the quality of products and services that the organization can meet full of customer satisfaction. Kaizen can be built-in and run with an integrated company in the best approach through the collaboration of all the levels of the organization including office heads , middle management, and frontline employees.(MOI 2011) This is a lack of research literature on kaizen events based on practical describes overall the concepts try to achieve the outcome of the implementation practice of Kaizen philosophy in the other words the concepts of kaizen that is continuous, incremental, improvement of all aspects of the organization. the kaizen events is a short term project by focusing a specific or a set of processes or activities such as the workflow within a specific work center and the growth of literature that indicate that the implementation practice of Kaizen philosophy began and gaining popularity in the mid-1990s, that was the Toyota used rapid change on the project the kaizen: (Jennifer, 2006).

Kaizen in the Japanese industry had significant growth by their adoption of kaizen as their management strategies and kaizen concept had been marked as the key elements of for Japanese industry to compete successfully. Kaizen originates from two Japanese words means change for better and gradual continuous improvement. Kaizen was introduced as a creative and new operating strategy to enhance twenty-first-century companies' competitiveness and the key objective of kaizen is to associate with work culture to obtain endless improvement in both quality and productivity; (Ang Wei shan et al (2016).

2.3 Kaizen and practice

Improvement means Kaizen and practice . Each company or organization uses Kaizen and practice for its survival, progress, and growth. Kaizen refers to the conducted partial expressions in the existing circumstance through endless attempts and practice refers to the general conducted expressions in the existing circumstance through huge investment in technology with new equipment (FaribaRahmanian&ZibaRahmatinejad, 2013)

It should be noted that the efficiency and competitiveness cannot be based on small partial improvements, on which the principle of Kaizen is built. Businesses cannot avoid even radical changes in their business, such as major changes in technology, radical replacement of parts of the infrastructure (new generation machinery and equipment, construction of new halls,

a comprehensive redesign of the manufacturing process, etc.), marked change in product mix in response to market developments, changing marketing and business strategy, a strong intervention in the production (other cycles, benefits, periods, dates, etc.). For this reason, these types of changes are called practice .Practice is defined as the applied knowledge, which increases the added value to the implementation of the step change. The term in this context suggests the following differences between the Kizenand practice . You are in need to ensure a different type of procedure and a specific type of aid management. Practice and **kaizen** are not against each other and are not in conflict with each other, but they serve the system of approaches for implementing different types of changes. There is, therefore, a question, which of these approaches is more useful, more efficient, or correct. Executive businesses use both of them at the same time (Peterikova R., 2007).

Each organization after being established should commence a constant attempt to maintain its existing situation. It is possible to suggest one of these two cases (Kaizen or Practice) considering economic situation, organizational objectives, type of production, quality of production, and the existing social-environmental situations in the organization.

2.4 Kaizen Philosophy

Kaizen's philosophy in education is equivalent to aiming for quality, which had become a continuous struggle for both teachers and students. But since kaizen means continuous quality improvement, it means continuing improvement in personal, home, social, working, school, and university life. As LalFonseka, a productivity consultant of Brand Lanka Limited put it, when applied to the school, kaizen means continuing improvement involving every person –the principal or dean, teachers, parents, and students (Fonsenka, 2015).

For the author, to kaizen means to draw on and apply 100% effort and creativity to achieve set goals in teaching and leadership. It requires a teacher to have three-horse power to push daily workloads. It needs 180kp/h to be efficient to meet expected learning outputs as manifested in a course intended learning outcomes which are being assessed in every term.

2.5 Value and Principles of Kaizen

Kaizen is a methodology that promotes process-oriented thinking because the process must be improved before results are obtained, according to and kaizen is people-oriented, improved and maintaining /process standard/that directed at people efforts and to assume that improvement in people's attitudes and efforts are more like to produced improved results in the long term that kaizen is continuous which signifies the embedded nature of the practice Lmai(1986) as cited by P.Gurway (2016). And it's the never-ending journey toward quality efficiency and effectiveness in all activities.

Stated the viewpoints of various traditional quality management on the concept of zero defects and do it better each time that the strategies are the important ways to bring up quality and zero defects represents a continuous improvement over quality. This means quality to the concept of kaizen is emphasize that teamwork and commitment do not come from involving the representative of employees but from direct contact and communication between the individual and his boss. Gordian S. Bwemelo (2016) stated kaizen is a continuous improvement process involving every one manager and worker, in general kaizen is a strategy that includes concepts, systems, and tools for a big picture of leadership involving people culture all driven by the customers. Munthoni (2012) stated the relationship between kaizen the action of office heads able to give the worker the legitimacy to engage in kaizen activities and that office heads must show a lot of discipline if they want the workers to show the same self-discipline. For the sack of effective measurement of kaizen, performance is important for the successful implementation of kaizen.

2.6 Methods of Kaizen implementation

There are two types of kaizen management functions are Maintenance and Improvement. Maintenance activities are directly related to maintaining the existing technological, managerial, and operating system standards to become the improving of existing standards: Imai, (1986, p.5). as cited by Michael (2014,p.16) kaizen management includes maintenance managing for current performance and kaizen managing for improvement. The main point is kaizen management

related to cross-functional management and policy deployment: Imai (1986) as cited by R.martin undated.

2.7 Kaizen Techniques and Practice

There are many things related to techniques and kaizen events 5whys total preventive maintenance/TPM/ just in time system, suggestion system kaizen costing. Munthoni (2012) in the other hand the 5s pillars are sort(seiri) set in order(seiton) shine(seiso) standardize(seiketsu) and sustain(shitske) in the meantime the implementation practice of Kaizen philosophy refers to focused and structure continuous improvement project by using a dedicated cross-functional team to address a targeted work area to achieve the specific goals. This means kaizen event is team members and apply low-cost problem-solving tools and techniques to rapidly plan and implement improvements in the target work area. as well as the scope of a kaizen event is a part of a specific area and value. Ethiopian kaizen institute/EKI/ (2012).

2.8 Organizational Performance Management

Organization performance management is a continuous process of identifying measuring and developing the performance of the organization, teams individuals, and aligning performance with the strategic goals of the organization; there are two main components

1. Continuous Process; which means performance management is always ongoing it involves the never-ending process of setting goals and objectives, observing performance, and giving and receiving ongoing coaching and feedback.

2. Alignment with strategic goals; performance management requires that office heads ensure that the employee's activities and outputs are considering with the organization's goals and consequently, help the organization gain a competitive advantage. Performance management creates a direct link between employee performance and organization goals and makes the employee's contribution to the organization explicit (Herman Aguinis, 2007).

Organization performance management needs a strategic planning process that involves the organization's destination assessing what stands in the way of that destination, and selecting an approach for moving forward. The main goal of strategic planning is to increase the performance

management to allocate resources that provide organization performance with competitive advantage; therefore overall strategic plan serves as a blueprint of organization performance.

The Oxford English dictionary defines performance as the accomplishment, execution, carrying out, working out of anything order or undertaken this refers to output/ outcomes (accomplishment) and also that states the performance is about doing the work as well as the result achieved; Performance means both behaviors and results that behaviors come from the performer and transform performance from abstraction to action; this definition of performance leads to the conclusion that is managing the performance of teams and individuals, both are inputs and output should be considered. In general organization, performance is about how things are done as well as what is done (Michael Armstrong and Angela Baron, 1998).

In other words, organization performance is concerned with the planning and implementation of programs or interventions design to improve the effectiveness which an organization function and manages change; organization performance is to integrate individual or team objectives with those of organization describes as a cascading process which implies that it is entirely top-down; this concept is challenged by the philosophy of empowerment, which suggests that employees should be contributing to the formulation of the organization performance. Organization performance is concerned with the mission vision strategic planning goals and implementation of programmers or interventions design to improve the effectiveness which an organization functions and manages change; organization performance is integrated with financial and employee performance, as well as individual or team objectives with those of organization, describes as a cascading process which implies that it is entirely top-down; this concept is challenged by the philosophy of empowerment, which suggests that employees should be contributed to the formulation of the organization performance therefore without financial and employees performance there is no organization performance(Armstrong and Baron, 1998).

2.9 Kaizen in Africa

Kaizen has become a global activity spread by multinational companies and their employees. It has become popular not only in the manufacturing sector but also in the service sector. However, the proliferation of kaizen in Africa is still very small due to the limited number of players and the philosophy the Government brings into practice. Due to this situation, the responsible

Government body received the best practice of Japan's Kaizen in their premises. For the effectiveness of the Kaizen, they commence it as the institute. Kaizen Institute is an international private consultant group that specializes in the kaizen method. It has licensed networks throughout countries from which consultants provide services globally. In Africa, its subsidiary institute opened in several African countries including Ethiopia. Their performance has proved that the kaizen method is much needed and commercially viable. There are also other unlicensed consultancies firms, which can provide training on kaizen. When we observe in the Japanese context all of Kizenconsultants are private companies. Yet, these private services are still the domain of medium and large-scale companies, and their services are not affordable for most micro and small enterprises in Africa. Kaizen activities are often found in project titles such as “productivity improvement. “In Africa, are on-going be efficacies from the kaizen projects assisted by JICA (Ohno et al., 2009).

2.9.1 Kaizen Policy and Strategy in the African Context

The application of kaizen activities to African manufacturers is not only disadvantaged by the technological gap but also by the lack of knowledge in key managerial methodologies like kaizen. Kaizen is more to do with philosophy, discipline by positive changing of the manager the and daily practices rather than techniques. For example, can be taught not only in the TVET but also in the primary school students since the philosophy is Sort, Straighten, Shine, Systematize, and Standardize. The beauty of kaizen is that it can realize productivity improvements with little additional investment. Simplicity and cost-effectiveness are the major reasons why kaizen is well appreciated globally (Ohno et al., 2009).

2.9.2 Experience in Malawi

The One Village One Product (OVOP) policy in Malawi has been implemented in the centralized structure, being led by the central government, its secretariat office, and a donor agency while local governmental actors have gradually enhanced their capacity to support producers. The OVOP concepts were modified to fit in the situation of Africa by using the terms such as poverty reduction and empowerment (Jun Yamazaki, 2010).

As regards the idea behind “One Village”, Malawi’s OVOP skipped the social embedding in a territorial and traditional community, and mainly deals with self-selected functional groups, which are assumed to be “villages” or communities in the program. Traditional authority and the other residents are not expected to be involved in the project. Therefore, local resources are not likely to be a symbol of locality, but they become nearly equal to natural resources and raw materials which are to be utilized for production (ibid).

2.9.3 Comparative Analysis Features of three OVOPs and their Relations

According to Jun Yamazaki (2010) by using above Malawi we can compare and contrast with that of the three countries it has considerably different features of one village one product (OVOP) applications while sharing similar principles.

The differences of products came from the difference of emphasis of policy. OVOP theory doesn’t explicitly involve specialization of the product as long as the product is adequately improved; instead, OVOP rather focuses on the process, in which local actors choose their products to be marketed. This idea seems to be replicated in other countries too, while higher tiers of government and other actors tend to hold more control on producers possibly due to the political needs to make visible outcomes in other cases... according to (Yamazaki,2010).

2.9.4 Ethiopian Experience of Kaizen

The Government of Ethiopia implemented Organizational performance and effectiveness before implementing Kaizen called BPR, shortly after the introduction of a nationwide Business Process Reengineering (BPR). According to Debela (2009), since 1994, the government of Ethiopia has embarked on reforming its civil service organizations to improve the public sector service delivery system. It was applied in Government bureaus, an idea introduced to bring radical changes among state institutions but, in the process, virtually stalled them for months and is now widely deemed to be a failure. The Ethiopian government started advocating the idea of kaizen—a Japanese management philosophy—among private and state-owned companies; the idea was first brought to the attention of Ethiopia’s late PM MelesZenawi in 2008 (Negussie, 2009).

In this instant, the government of Ethiopia inspired by the practicality of the Kaizen policy and strategy adopt the exemplary approach. In 2008, the Government of Ethiopia as a result requested the Japanese Government to help Ethiopia established the Japanese management technique, known as kaizen. Before implementing and fully institutionalizing the kaizen unit on a large scale, the then Ethiopian Ministry of Education (MoE) reviewed about 63 companies in 2009 that were located within 100-km of Addis Ababa to ascertain their quality and productivity status from October 2009 to June 2011. After a preliminary diagnosis of the 63 companies, only 30 companies (i.e., 10 from Metal; 6 from Agro-processing; 6 from Chemicals; 4 from Leather and; 4 from Textiles) were chosen to serve as pilot projects. Pilot companies from this, ten, five, and three companies have been awarded good, best, and excellent status respectively by the Ethiopian kaizen unit (EKI report document, 2012).

The criteria for selecting those companies are (a) had proximity or outskirts of the city of Addis Ababa (i.e., they were within 100km distance), (b) contributed towards export and /or import, (c) achieved the scale of capital, and (d) had qualified employees. After observing the successes of the above implementation in 2011, the Ethiopian Kaizen Institute was established as a full-fledged consulting unit to provide ideas, support, and assist in the development and enhancement of the quality and productivity framework for the entire country, (Ethiopian Ministry of Trade, 2011).

The institute claimed that the outcome of the work in the enterprises was, the value was added by the firms and workers, and the profit margin of the pilot firms who went through the kaizen process increased by 176 percent, 105 percent, and 210 percent respectively, mainly due to labor productivity. The effect of material inputs, machinery, and energy was insignificant as cited (Asayehgn, 2013). These indicate that after implementation of kaizen the process includes the center of competency takes place and accreditation expected from the implementers.

Ethiopian kaizen institute defines kaizen as a system of continual undertaking by an organization to improve its business activities and processes to always improve the quality of products and services so that the organization can meet full customer satisfaction.

Kaizen in education is not an unheard-of tactic. There has been several schools across the globe that have implemented the implementation practice of Kaizen philosophy into their classrooms. This is the reasoning behind the constant and consistent task to strive for further achievement. As a society, we were once content with a somewhat mediocre education system, however, the time has changed and we are now nearing the forefront of the top educational standards in some areas and this is all due to the implementation of Kaizen in education.

Applying Kaizen as a Challenge For the author, applying kaizen in teaching was at first a tremendous challenge. This was tantamount to taking a quantum leap or changing the wagon's gear without sacrificing the quality of education while trying to maintain or sustain the expertise of long years of teaching experience, including classroom management skills and time-tested teaching techniques.

2.10 Application of Kaizen in Education

Management teams have to be aware of the workplace dynamics to ensure that there is collective morale otherwise there will be a systematic breakdown in collaboration and communication which could derail the objectives of establishing kaizen (Farris et al., 2008). To uphold the idea in practice, the team itself has to consider both the process and results so that the actions to achieve effects are evident. As a model for solving problems effectively and efficiently, relevant hard data must be gathered and made available for analysis, not just hunches and feelings so that the team can provide clear evidence for leading a culture of change and initiate constant changes for improvement (Al Smadi, 2009).

The strength of kaizen is the teaching on how to divide the processes and analyze them instead of solely concentrating on improving the process of production and marketing (quality control), or focusing on quality by rebuilding the processes to avoid reworking (six sigma), or converging on speed by cutting down on complexity, redundancy, and non-value added steps (Gil-Marques, and Moreno-Luzon, 2013; Ford, 2006). The uniqueness of kaizen is that it stimulates learning in the working process so that the staff can thoroughly examine and critically question the activities for performance (Emiliani, 2005), thus enabling the management team to gather information from the staff for doing a method analysis in improving production and reducing cost through the form

of making decisions, measuring the distance towards goal achievement, and pondering for a new direction (Al-Tahat and Eteir, 2010).

2.11 Empirical Studies

Katsuki, 2008 describes that kaizen is more than just a means of improvement because it represents the daily struggles occurring in the workplace and how these struggles are overcome. Kaizen can be applied to any area in need of improvement. Although the philosophy of kaizen is mostly applicable to manufacturing areas, currently most service sectors are engaged in deploying kaizen as their leading quality management tool. Applicability areas kaizen are not limited to manufacturing rather it can be applied in different sectors of the economy that require continuous improvement in their activities. Kaizen is a problem-solving process. For a problem to be correctly understood and solve, the problem must be recognized and the relevant data gathered and analyzed. Trying to solve a problem without hard data is akin to restoring hunches and feeling not very scientific (Anthony, 2005).

According to Imai (1986), Kaizen is a continuous improvement (CI) process involving everyone, office heads and workers alike. Broadly defined, Kaizen is a strategy to include concepts, systems, and tools within the bigger picture of leadership involving and people culture, all driven by the customer. Suzuki (1987) explains that CI is a philosophy widely practiced in manufacturing and quality circles. As the name implies, it relies on the idea that there is no end to make a process better. Wickens (1990) describes the contribution of teamwork to make the concept of Kaizen.

Teian (1992) describes that Kaizen is more than just a means of improvement because it represents the daily struggles occurring in the workplace and how these struggles are overcome. Hammer et al. (1993) explain that Kaizen generates process-oriented thinking since processes must be improved before better results are obtained. Womack and Jones (1996) refer to Kaizen as lean thinking and layout a systematic approach to help organizations systematically to reduce waste.

Imai (1997) describes that the improvement can be divided into Kaizen and practice. Kaizen signifies small improvements as a result of ongoing efforts. Practice involves a drastic improvement as a result of a large investment of resources in new technology or equipment. b)

Review of Literature Related to Case Studies The case studies are the essential means to check the effectiveness of Kaizen philosophy in different fields of applications, especially in manufacturing industries. Many researchers have performed case studies to cover a wide range of benefits like increased productivity, improved quality, reduced cost, improved safety, and faster deliveries, etc.

Jayaraman et al. (1995) demonstrate the application of the CI in simulation model development which presents several techniques that can be used to build an accurate and efficient model of systems that include one or more transfer machines and long conveyors. The simulation analysis helps to predict optimal combinations of operation times, material handling speeds, buffer sizes, preventive maintenance, breakdown schedules; and a considerable cost saving has been obtained.

Radharamanan et al. (1996) apply the Kaizen technique to the small-sized custom-made furniture industry. The main purpose is to progress the product with higher quality, lower cost, and higher productivity to meet customer requirements. The main aim is to develop the product with higher quality, lower price, and higher productivity to meet customer requirements.

Sheridan (1997) has applied Kaizen events to Allied Signal Inc., jet engine manufacturing industry to overcome the difficulties like low production rates and great floor space requirements.

Savolainen (1999) has conducted two case studies including a medium-sized metal industry and other larger groups in the construction and concrete industry. The main aim of the studies is to increase the understanding of the processes and dynamics of CI implementation. The focus is placed on how these companies are renewed through the embedding of quality-related management ideology. Lee (2000) has conducted a case study at Nichols Foods manufacturing food products. The study describes how the company values have improved the work environment for the employees and motivated them to achieve excellence and how the Kaizen program has been implemented in this company using the 5 techniques and team training.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research present the methodological aspects of the research, which include the research design, research method, sources of data, population, sample size and sampling techniques, data collecting tools, data collection procedures, method of data analysis.

3.2 Research Design

To study the topic the researcher used a descriptive survey research design. The chosen research design for this research falls within the interpretive and the positive paradigms in which both qualitative and quantitative research approaches are the most prominent in this study. It was chosen because the nature of the research process mainly focused on the investigation of the implementation of kaizen in enterprises.

3.3 Data Source

The study was used both primary and secondary sources of data collection. The research was used both primary and secondary data. Primary data was collected from primary sources like the census of existing employees working in the woreda educational office, filled with questionnaires. Secondary data was collected from Jimma zone selected woredas educational office to review the exit information. The secondary data was collected from different sources, such as the Jimma zone selected woredas educational office report reference books and other research materials, magazines, and reports.

3.4 Target Population

This study was in Jimma zone7 woredasof educational offices. The selected woredas are mancho ,saka gomma , sokoru limu kosa , ommonadda and Dedo in this seven Woreda there are 145 wokers The selected population the study was targeted on was only office heads , employees working the office. 99woredas education office employees and 7 top education officers were selected. 106 populationwas selected from Jimmaworedas educational office.

3.5 Sample Size and Sampling Technique

The study aimed to assess the practice and adopting practices of Kaizen at Jimma Zone Selected woredas educational office. The sampling technique was used simple random for the employees which means by using lottery system from the number of population that taken the sample and purposive sampling for directorate directors who taken based on the office's structure that could be a member of office heads , Directorate of change tools. To achieve this was aimed of the study, the researcher used both multi-stage sampling techniques for conducting the quantitative study. A simple random sampling method was selected to minimize bias and to give chance for all employees/respondents.

3.6 Sample Size Determination

To provides simplified formula and calculate sample size determined by the solving equation which is $n = \frac{N}{1+N(e)^2}$ Glenn D. Israel², Sudman Seymour (1976)

$$n = \frac{145}{1+145(0.05)^2}$$
$$= 106.42201834862 \approx 106$$

NB:

n: is the sample size

N: is the population size and

e: is the level of precision/for margin of error and

Therefore, an Estimate Population size of 106 was selected from woredas educational offices.

3.7 Data Collection Procedure

As stated earlier the data was collected through questionnaires and document analysis. Then from 38 populations five of them were piloted to avoid errors related to language and ideas to enrich the framed items. As a result of the feedback from workers and the pilot test, corrections were made to the questions in the questionnaires.

The questionnaires were prepared in the scale format that asks for agree/disagree rating responses of employees. After collecting the data it was analyzed by using descriptive statistical analysis methods.

This study only was aimed at those permanent workers of the 7 woredas. The main reason for not involving the response of temporary workers of the 7 woredas was due to inconveniency, because of the ideology of Kaizen (continuous improvement) they may stay for some time in the organization.

3.7.1 Questionnaire

The researcher used closed-ended questions prepared for office heads in English and for the employees the questionnaire was translated in to Amharic language. The researcher believes that they can read and understand the questions and reply genuine response. The questionnaires were piloted both for officers and employees who are working in some other woredas (not part of selected woreda for this research) and the coefficient of reliability was evaluated by using Cronbach Alpha and its value was 0.81 thus this result was secured to collect the data. Moreover the questionnaire were commented by 2 of language teachers its language clarity of questionnaire validity.

3.7.2 Interview

Questionnaire is preferential research instrument because it enables the researcher to secure data from the sample respondents at a time and for its natural characteristics that allow them to express their ideas and opinions freely. Once the researcher had decided that a questionnaire was the most appropriate data collection research instrument for the study. The researcher first thought about what exactly was needed from this study to construct the questionnaire next the investigator decided on a total of 108 questions was distributed for 7 head office workers the types of questions the interview questions were prepared and conducted with head officers of the educational office.

3.7.3 Document Analysis

The observation check list were prepared and observed the selected woredas educational office accordingly. Thus kaizen work related documents of last three years and final annual reports were analyzed.

3.7 .4 Data Analysis

The data were analyzed by using both methods qualitative and quantitative methods. This analysis was conducted scientific package for social science (SPSS Version 23) for study. To know the basic needed facts that the technique uses to reduce large numbers of error data gathering from primary and secondary sources analyzed and interpreting by using statistical methods that can be the percentage, Mean, standard deviation compare and contrast of data and theoretical aspects.

3.8 Ethical Consideration

To avoid any harm to research participants, the researcher carefully abides by general research ethics. This is because the respondent may be harmed by what they express to the researcher. And also before distributing the questionnaire, each respondent will be informed about the nature of the research and they gave their consensus not to use their names. Much care will also be taken not to touch their privacy in sensitive areas.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

This chapter focused on the results of the questionnaire, interview, and document analysis; and interpretations. Meanwhile, the data was presented in two parts: demographic characteristics of respondents; and data analysis results and discussions.

4.1 Demographic Characteristics of Respondants

Table 4.1 Gender Characteristics of total Respondents

No	Items	Frequency	Percent
1	Male	63	59.43
2	Female	43	40.56
Total		106	100

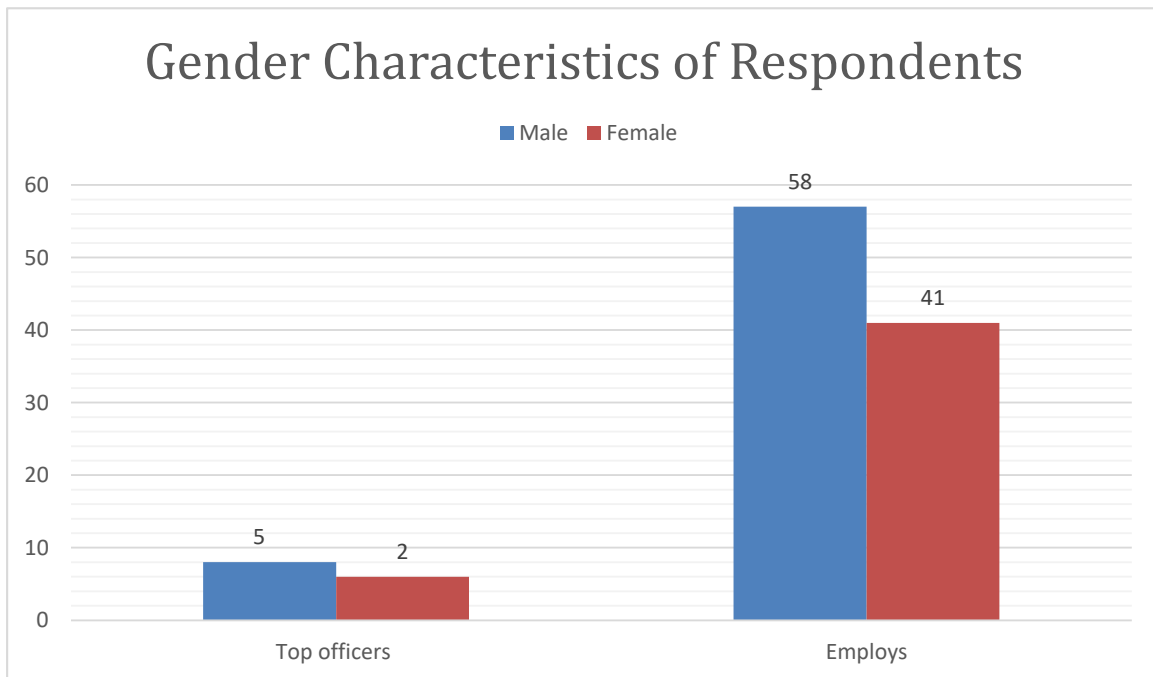


Figure 1 Gender characteristics frequency and percent of respondents

Table 4.1 shows the gender characteristics frequency and percent of respondents. Out of the total 63(59.43%), respondents were male and 43(40.56%) respondents were females. The total respondents were 106 and it can be inferred that the majority of respondents are males.

Table 4.2 Age Category of Respondents

No	Age Category	Frequency	Percent
1	18-29	24	22.64
2	30-45	51	48.11
3	46 and above	31	29.24
Total		106	100

As it can be seen from Table 4.2 above the age category of respondents was presented below. Of the total 106 24 (22.64%) of them were in the age category of 18-29. Whereas 51 (48.11%) of respondents were in the age category between 30-45. The rest of 31 (29.24%) respondents were having above 46age. This implies the majority of respondents are at productivity ages which are found in the category of 30 – 45.

Table 4.3 Educational Background

No	Educational Background	Frequency	Percent
1	Certificate and below	3	2.83
2	Diploma	9	8.49
3	Degree	89	83.96
4	Second Degree	5	4.71
Total		106	100

The above table 4.3 shows the education category the major respondents are first degree holders 89 respondents represent 83.96%.Whereas second-degree holders were 5 respondents represented 4.71% diploma holders 9 respondents are represented 8.49%.Whereascertificate and below holders were 3 respondents represented 2.83% from the total of 106 respondents which represented 100%. This data shows the great majority of the respondents were first-degree holders.

4.2 Results on the Implementation Practice of Kaizen Philosophy

4.2.1 Office heads Result on the Implementation Practice of Kaizen Philosophy

Table 4.4 The t-test statistics of responses of office heads result on the implementation practice of Kaizen philosophy

NO	Items	N	Mean	SD
1	Office heads the implementation practice of Kaizen philosophy in the officers;	7	2.29	1.113
2	Other employers the implementation practice of Kaizen philosophy;	7	3.14	.378
3	I never practice kaizen philosophy;	7	3.14	0.069
4	I know how to the implementation practice of Kaizen philosophy;	7	2.00	.577
5	kaizen philosophy implementation and practice is very simple;	7	2.29	.756
6	Kaizen philosophy is effectively implemented and practiced in our office	7	3.29	.488
7	I am an active participant in implementing and practicing kaizen philosophy.	7	2.29	.488
Grand Mean		7	2.634	0.552

As it can be seen in Table 4.5 regarding the implementation practice of Kaizen philosophy the office heads have not practiced kaizen philosophy in their office. The rating results showed almost higher level of workers respondents' agreement for these. Based upon overall results; the highest Mean score 3.29 (SD = 0.488), 3.14 (SD = 0.378), and 3.14 (SD = 0.069) was identified regarding the 6th (Kaizen philosophy is effectively implemented and practiced in our office) the 2nd item (Other employers the implementation practice of Kaizen philosophy), and the 3rd item (I never practice kaizen philosophy) respectively. Whereas the lowest rate is shown on item 4 (I

know how to implement and practicing practice kaizen philosophy) having a mean result of 2.00 with a standard deviation of 0.577.

Moreover, the Grand Mean is 2.634 with a standard deviation of 0.552. This implies that office heads were not implemented and practice the Kaizen philosophy in their office.

Table 4.5: The one-sample t-test results of responses of office heads on the implementation practice of Kaizen philosophy

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	5.435	6	.002	2.286	1.26	3.31
2	22.000	6	.000	3.143	2.79	3.49
3	7.778	6	.000	3.143	2.15	4.13
4	13.748	6	.000	3.000	2.47	3.53
5	11.500	6	.000	3.286	2.59	3.98
6	17.816	6	.000	3.286	2.83	3.74
7	17.816	6	.000	3.286	2.83	3.74

4.2.2 Employers Result on the Implementation Practice of Kaizen Philosophy

Table 4.6: The t-test statistics of responses of employers on the implementation practice of Kaizen philosophy

No	Items	N	Mean	SD
1.	Office heads the implementation practice of Kaizen philosophy in the officers;	99	3.29	.457
2.	Other employers the implementation practice of Kaizen philosophy;	99	2.13	.438

3.	I never practice kaizen philosophy;	99	2.35	.544
4.	I know how to implement and practicing practice kaizen philosophy;	99	2.26	.442
5.	kaizen philosophy implementation and practice is very simple;	99	2.27	.448
6.	Kaizen philosophy is effectively implemented and practiced in our office	99	2.37	.527
7.	I am an active participant in implementing and practicing kaizen philosophy;	99	2.36	.564
Grand Mean		99	2.432	0.488

As it can be seen in Table 4.7 regarding the implementation practice of Kaizen philosophy the employers have not practiced kaizen philosophy in their office. The rating results showed almost all of them were in agreement with these. Nevertheless, based up on overall results; the highest Mean score of 3.29 (SD=0.457), 2.37 (SD=0.527), and 2.36 (SD=0.564) was identified regarding the 1st6th item, and 7th item respectively. Whereas the lowest rate is shown on item 3 (Other employers the implementation practice of Kaizen philosophy) having a mean result of 2.13 with SD=.4384.

Moreover, the Grand Mean is 2.432 with a standard deviation of 0.488. This implies that employers were not implemented and practice the Kaizen philosophy in their office.

Table 4.7: The One-Sample t-test results of responses of employers on the implementation practice of Kaizen philosophy

One-Sample Test						
No	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

1.	70.000	98	.000	3.333	3.24	3.43
2.	68.588	98	.000	3.424	3.33	3.52
3.	63.591	98	.000	3.394	3.29	3.50
4.	74.900	98	.000	3.242	3.16	3.33
5.	73.395	98	.000	3.263	3.17	3.35
6.	56.008	98	.000	3.384	3.26	3.50
7.	63.530	98	.000	3.414	3.31	3.52

As indicated in table 4.8, the mean result and standard deviation which was given in the table 4.7 was statistically significant at (Sig. (2-tailed) p value = 0.000 which was < 0.005. Moreover the item numbers which indicated above was the same with items on Table 4.7 and item no. indicates the items above.

4.2.3 Discussions of the Result of the Implementation Practice of Kaizen Philosophy

This result can be discussed in relation to the literature from the studies on practice of kaizen philosophy. Kaizen's philosophy in education is equivalent to aiming for quality, which had become a continuous struggle for both teachers and students. But since kaizen means continuous quality improvement, it means continuing improvement in personal, home, social, working, school, and university life. As LalFonseka, a productivity consultant of Brand Lanka Limited put it, when applied to the school, kaizen means continuing improvement involving every person – the principal or dean, teachers, parents, and students (Fonsenka, 2015). For the author, to kaizen means to draw on and apply 100% effort and creativity to achieve set goals in teaching and leadership. It requires a teacher to have three-horse power to push daily workloads. It needs

180kp/h to be efficient to meet expected learning outputs as manifested in a course intended learning outcomes which are being assessed in every term. There is a conclusion that workers should not think about anything else besides work. Kaizen is based on the fact that people in the company must use the mind as well as muscles and hands (Kosturiak, 2010). In the background, Kaizen is a strategy minding the fact that if the management of each company wants to create a profit, it must strive to meet the needs of the customer and the improvement in areas such as quality, costs, and deadlines. Kaizen is a strategy to improve, which is driven by customer needs. The basis of this strategy is the view that all activities should be ultimately led to increase customer satisfaction. Kaizen strategy has created the system of access and tools for solving problems, especially for the realization of this objective (IMAI, 2004).

4.3 Results on the Perception towards Adoption Practices of Kaizen Philosophy

4.3.1 Office heads Result on Perception towards Adoption Practices of Kaizen Philosophy

Table 4.8: The t-test statistics of responses of office heads on perception and attitude towards Kaizen philosophy

No	Items	N	Mean	SD
1	Kaizen philosophy have the positive social outcome	7	3.14	.690
2	Kaizen philosophy have technical outcome	7	2.57	.535
3	Office heads have a good attitude towards kaizen philosophy;	7	3.29	.488
4	Employees have a good attitude towards kaizen philosophy;	7	2.14	.378
5	The employee's skill kaizen in implemented.	7	2.86	.690
6	Kaizen philosophy make my work simple	7	3.43	.535
7	Kaizen philosophy people adoption in your office	7	2.14	.378
8	I like working with the use of Kaizen philosophy	7	3.14	.690

Table 4.9 presents the Perception and attitude of office heads towards Kaizen philosophy were illustrated. However, the rating results showed almost higher-level workers of respondents' agreement for each of the items. Nevertheless, based up on overall results; the highest Mean score 3.43 (SD=0.537), and 3.29 (SD=0.488), was identified regarding the 13th and 10th item; that is, Kaizen philosophy make their work simple to contribute to realizing the future education quality and school priorities are achieved. The least result was item 11 which is about Employees attitude towards kaizen philosophy. The result having mean score 2.14 with SD= 0.378.

Moreover, the Grand Mean result is 2.84 with a standard deviation of 0.548. This implies that office heads did not have a good perception and attitude on Kaizen philosophy.

Table 4.9: The one-sample t-test results of responses of office heads on perception and attitude on Kaizen philosophy

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	12.050	6	.000	3.143	2.50	3.78
2	17.678	6	.000	3.571	3.08	4.07
3	17.816	6	.000	3.286	2.83	3.74
4	22.000	6	.000	3.143	2.79	3.49
5	10.954	6	.000	2.1137	2.22	3.50
6	16.971	6	.000	3.429	2.93	3.92
7	22.000	6	.000	3.143	2.79	3.49
	12.050	6	.000	3.143	2.50	3.78

As indicated in table 4.10, the mean result and standard deviation which was given in the table 4.9 was statistically significant at (Sig. (2-tailed) p value = 0.000 which was < 0.005. Moreover the

item numbers which indicated above was the same with items on Table 4.9 and item no. indicates the items above.

4.3.2 Employees Result on Perception and Attitude towards Kaizen Philosophy

Table 4.10: The t-test statistics of responses of employees on perception and attitude on Kaizen philosophy

No		N	Mean	SD
1	Kaizen philosophy have positive social outcome	99	3.42	.532
2	Kaizen philosophy have technical outcome	99	3.30	.504
3	Office heads have good attitude towards kaizen philosophy;	99	2.35	.501
4	Employees have good attitude towards kaizen philosophy;	99	3.42	.517
5	The employee's skill kaizen is implemented.	99	2.36	.543
6	Kaizen philosophy make my work simple	99	2.22	.442
7	Kaizen philosophy people adoption in your office	99	2.35	.480
8	I like working with the use of Kaizen philosophy	99	2.44	.557
Grand Mean		99	2.347	0.507

Table 4.11 regarding the Perception and attitude of workers towards Kaizen philosophy were illustrated. Nevertheless, based up on overall results; the highest Mean score 3.42 (SD=0.517), and 3.42(SD=0.532) was identified regarding the 11th and 8th item; that is, Employees have not good attitude towards kaizen philosophy. They cannot contribute any significant activities to realizing the future plan for the school to determine and achieved school priorities. The least result was item 11 which is about Kaizen philosophy make their work simple. The result having mean score 2.22 with SD= 0.442.

Moreover, the Grand Mean result is 2.34 with a standard deviation of 0.507. This implies that employers do have not a good perception and attitude on Kaizen philosophy.

Table 4.11: The One-Sample t-test results of responses of employees on perception and attitude on Kaizen philosophy

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	65.933	98	.000	3.434	3.33	3.54
2	63.530	98	.000	3.414	3.31	3.52
3	66.115	98	.000	3.384	3.28	3.49
4	66.115	98	.000	3.384	3.28	3.49
5	54.722	98	.000	3.333	3.21	3.45
6	65.187	98	.000	3.303	3.20	3.40
7	68.588	98	.000	3.424	3.33	3.52
8	61.489	98	.000	3.444	3.33	3.56

As indicated in table 4.12, the mean result and standard deviation which was given in the table 4.11 was statistically significant at (Sig. (2-tailed) p value = 0.000 which was < 0.005. Moreover the item numbers which indicated above was the same with items on Table 4.11 and item no. indicates the items above.

4.3.3 Discussion of the Result on Perception and Attitude towards Kaizen Philosophy

Since Kaizen is a methodology that promotes process-oriented thinking because the process must be improved before results are obtained, according to and kaizen is people-oriented, improved and maintaining /process standard/that directed at people efforts and to assume that improvement in people's attitudes and efforts are more like to produced improved results in the long term that kaizen is continuous which signifies the embedded nature of the practice Lmai(1986) as cited by

P.Gurway (2016). And it's the never-ending journey toward quality efficiency and effectiveness in all activities. Stated the viewpoints of various traditional quality management on the concept of zero defects and do it better each time that the strategies are the important ways to bring up quality and zero defects represents a continuous improvement over quality. This means quality to the concept of kaizen is emphasize that teamwork and commitment do not come from involving the representative of employees but from direct contact and communication between the individual and his boss. Gordian S. Bwemelo (2016) stated kaizen is a continuous improvement process involving every one manager and worker, in general kaizen is a strategy that includes concepts, systems, and tools for a big picture of leadership involving people culture all driven by the customers. Munthoni (2012) stated the relationship between kaizen the action of office heads able to give the worker the legitimacy to engage in kaizen activities and that office heads must show a lot of discipline if they want the workers to show the same self-discipline. For the sack of effective measurement of kaizen, performance is important for the successful implementation of kaizen. Kaizen have these enormous uses but the offices in Jimma zone having negative attitude towards this is not make them effective in the office as well as in school to achieve the education millennia goals.

4.4 Result on Challenges in Adoption of the Implementation Practice of Kaizen Philosophy

4.4.1 Office heads Results Challenges in Adoption of the Implementation Practice of Kaizen Philosophy

Table 4.12: The t-test statistics of responses of office heads on challenges observed in Adoption of the implementation practice of Kaizen philosophy

		N	Mean	SD
1	cultural difference can affect kaizen training	7	2.29	.113
2	there is continuous orientation given in the office	7	3.14	.069
3	Standard training was given in my office.	7	3.00	.577
4	Employees are skilled within kaizen in my offices	7	2.29	.756

5	Employees are high achievers in kaizen philosophy	7	3.14	.378
6	There is a high achievement of profit generated in my offices.	7	3.24	.699
7	Culture and employee's work attitude effects on kaizen implemented offices.	7	3.00	.577
8	Kaizen sustainability in your office.	7	2.14	.378
9	The level of kaizen sustainability in your office.	7	2.86	.690
10	Facilities and accommodations were conducive to the implementation.	7	2.43	.535
Grand Mean		7	2.84	0.591

Table 4.12 regarding the Response of office heads on Monitoring and evaluation of Kaizen philosophy were illustrated. Nevertheless, based upon overall results; the highest Mean score is item 21 about high achievement of profit generated in their offices. This result having mean score of 3.24 and (SD=0.69). Next to this item 20 about Employees are high achievers in kaizen philosophy result shows 3.14 mean score with 0.378 standard deviations. Moreover the least score is on item 23 about Kaizen sustainability in their office is having mean result of 2.14 (SD=0.378).

Moreover, the grand mean is 2.84 with a standard deviation of 0.59. This implies that office heads have not Monitoring and evaluation system of Kaizen philosophy in their office.

Table 4.13: The one-sample t-test results of responses of office heads Monitoring and evaluation of Kaizen philosophy

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

1	7.778	6	.000	3.143	2.15	4.13
2	13.748	6	.000	3.000	2.47	3.53
3	11.500	6	.000	3.286	2.59	3.98
4	22.000	6	.000	3.143	2.79	3.49
5	7.778	6	.000	3.143	2.15	4.13
6	13.748	6	.000	3.000	2.47	3.53
7	22.000	6	.000	3.143	2.79	3.49
8	10.954	6	.000	2.1137	2.22	3.50
9	16.971	6	.000	3.429	2.93	3.92
10	5.435	6	.002	2.286	1.26	3.31

As indicated in table 4.14, the mean result and standard deviation which was given in the table 4.13 was statistically significant at (Sig. (2-tailed) p value = 0.000 which was < 0.005. Moreover the item numbers which indicated above was the same with items on Table 4.13 and item no. indicates the items above.

4.4.2 Employers Results on challenges observed in Adoption of the implementation practice of Kaizen philosophy

Table 4.14: The t-test statistics of responses of employers on Monitoring and evaluation of Kaizen philosophy

No		N	Mean	SD
1	cultural differences can affect kaizen training	99	3.27	.448
2	orientation were given in your office	99	3.37	.522
3	Standard training was given in my office.	99	3.38	.566
4	Employee's skill within kaizen in my offices	99	3.48	.517

5	Employees are high achievers in kaizen in my offices.	99	3.30	.504
6	There is a high achievement of profit generated in my offices.	99	2.29	.442
7	Employees' work attitude affects kaizen implemented offices.	99	3.37	.543
8	Kaizen outcomes and sustainability in your office.	99	2.38	.561
9	The level of kaizen sustainability in your office.	99	3.42	.517
10	Facilities and accommodations were conducive to the implementation.	99	3.30	.504
Grand Mean		99	3.36	0.512

In Table 4.15 responses regarding the employs on Monitoring and evaluation of Kaizen philosophy were illustrated. However, the rating results showed an almost lower level of respondents' agreement for each of the items. The highest mean score result was 3.48 (SD=0.517) on item 19 about Employee's skill within kaizen in their offices . The least score was found on item 21 about high achievement of profit generated in their offices having mean score of 2.29 (SD=0.442).

Moreover, the Grand Mean is 3.36 with a standard deviation of 0.512. This implies that employers have no system of the Monitoring and evaluation methods of Kaizen philosophy.

Table 4.15: The one-sample t-test results of responses of employers on Monitoring and evaluation of Kaizen philosophy

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	73.395	98	.000	3.263	3.17	3.35
2	56.008	98	.000	3.384	3.26	3.50

3	63.530	98	.000	3.414	3.31	3.52
4	65.933	98	.000	3.434	3.33	3.54
5	63.530	98	.000	3.414	3.31	3.52
6	73.395	98	.000	3.263	3.17	3.35
7	56.008	98	.000	3.384	3.26	3.50
8	63.530	98	.000	3.414	3.31	3.52
9	65.933	98	.000	3.434	3.33	3.54
10	63.530	98	.000	3.414	3.31	3.52
11	70.000	98	.000	3.333	3.24	3.43

As indicated in table 4.16, the mean result and standard deviation which was given in the table 4.15 was statistically significant at (Sig. (2-tailed) p value = 0.000 which was < 0.005. Moreover the item numbers which indicated above was the same with items on Table 4.15 and item no. indicates the items above.

4.4.3 Discussion of the Results on challenges observed in Adoption of the implementation practice of Kaizen philosophy

Organization performance management is a continuous process of identifying measuring and developing the performance of the organization, team's individuals, and aligning performance with the strategic goals of the organization. Organization performance management needs a strategic planning process that involves the organization's destination assessing what stands in the way of that destination, and selecting an approach for moving forward. The main goal of strategic planning is to increase the performance management to allocate resources that provide organization performance with competitive advantage; therefore overall strategic plan serves as a blueprint of organization performance (Michael Armstrong and Angela Baron, 1998). Organization performance is concerned with the mission vision strategic planning goals and implementation of programmers or interventions design to improve the effectiveness which an organization functions and manages change; organization performance is integrated with financial and employee performance, as well as individual or team objectives with those of

organization, describes as a cascading process which implies that it is entirely top-down; this concept is challenged by the philosophy of empowerment, which suggests that employees should be contributed to the formulation of the organization performance therefore without financial and employees performance there is no organization performance(Armstrong and Baron, 1998).

4.6 Correlation Analysis

4.6.1 Correlation Analysis of the three Variables for Office heads

Table 4.16 Correlation of the three variablesfor Office heads

Variables		Kaizen implementation and practice	Perception on Kaizen philosophy	challenges observed in Kaizen philosophy
Kaizen implementation practice	Pearson correlation	1		
	significant at two tailed			
Perception on kaizen philosophy	Pearson correlation	.633**	1	
	significant at two tailed	.000		
challenges observed in Kaizen philosophy	Pearson correlation	.731**	.764**	1
	significant at two tailed	.003	.000	
N		7	7	7

As can be seen in Table 4.47 describes the correlation coefficients of the three variables for Office heads .To investigate if there was a statistically significant association between the three variables i.e. (Kaizen implementation practice vs perception on kaizen) $r(7) = 0.633^{**}$ $p = .000$. (Kaizen implementation practice vs monitor and evaluative of kaizen $r(7) = 0.731^{**}$ $p = .003$).The direction of the association was not strong which means as office heads decreases, communication with the employer. Pearson moment product correlation was calculated, $r(7) = .764^{**}$, $p = 0.000$.and perception on kaizen vs monitor and evaluative of kaizen).

4.6.2 Correlation Analysis of the three Variables for Employers

Table 4.17 Correlation of the three variables for employe

variables		Kaizen implemen- ta- tion practice	Perception on kaizen philosophy	Monitor and evaluative kaizen
Kaizen implementation practice	Pearson correlation	1		
	significant at two tailed			
Perception on kaizen philosophy	Pearson correlation	.863**	1	
	significant at two tailed	.001		
Monitor and evaluative of kaizen	Pearson correlation	.770**	.714**	1
	significant at two tailed	.002	.001	
N		99	99	99

Pearson moment product correlation coefficient was calculated between the three variables i.e. (Kaizen implementation practice vs perception on kaizen) $r(99) = 0.863^{**}$ at p value 0.001. The magnitude of this association is positive. Similarly, (Kaizen implementation practice vs monitor and evaluative of kaizen $r(99) = 0.770^{**}$ at p value 0.002. The magnitude of this association is positive. Moreover, the relation between Perception on kaizen philosophy vs Monitor and evaluative of kaizen $r(99) = 0.714^{**}$ at p value 0.001. The magnitude of this association is strong and positive. Moreover, the qualitative result gathered from interview also strengthen this results.

4.7 Document Analysis

The researcher has tried to obtain the relevant information from primary data which means the survey questionnaire and secondary data from institute documents especially from 2020 up to April 2021 each annual report are analyzed in this section.

According to the annual reports has been started kaizen office in 2020 in all directors by using 5s especially the first year it was applied sort, shine, and set in order. Based on these experienced prepared kaizen manual, instruction, procedures and formed kaizen core team by approved office heads for full of kaizen implementation; coordination. And then 5s implemented in full of capacity with enough training and orientation program as an institute's management members and employees based on this well-organized implementation process in the first year institute have been gain over 1130,000 birrs from the

effectiveness of thekaizen: annual report (2012 E.C.). P.28 meanwhile the other reports showed us there are many achievements in the institute that are employee work attitude, skills, as well as all employees better performance; financial performance and increased process facilitate performance.

The expertise of the stakeholders in solving problems should be strengthened; problems should become solvable and systematic rather than seasonal. Hence, the holistic participation of all parties is of having significance for the Kaizen approach. Not only teachers or students are part of the process but also parents and all other parties should be engaged in this process in an educational sense.

Kaizen's approach focuses on the process rather than the outcomes. The goal of the individuals in this process is to generate ideas and new initiatives and ventures on how to strengthen and expand their duties or aims. Today many educational theories also emphasize similar approaches in line with the Kaizen approach. The stresses authentic learning allowing the learners, in ways involving the real-world problems and tasks that are important for the learner, to explore, analyze and construct meaningfully ideas and relationships.

On the improvement side, student agency, teacher agency, and collective agency have significance for the improvement of the curriculum whereas the actualization of the formal curriculum through extra-curriculum, operational curriculum, and hidden curriculum is important for the maintenance of the curriculum. However, it should be noted that it is just a structure of scheme which is depicted in there, the actualization of this model is only be achieved by the actions of all agents themselves as well as their core principles and aims.

There is a lack of synergy between the Kaizen culture and the existing culture of the schools and district's education offices of Jimma zone education offices; because of this, sustainability can be guaranteed. Most of them were failed in Kaizen implementation simply due to the lack of cultural transformation. In the zone, it has been above 10 years since Kaizen was introduced. It is, therefore, attractive for scholars to research to know if Kaizen has been successful or to identify practice and adoption practices of Kaizen in areas.

4.8 Discussions of the Main Findings

The success of the office job depends on the planning, and commitment of office heads to take part all employees from top to bottom. In the zone where organizational culture is more hierarchal and more inflexible in decision-making practice, kaizen application needs more effort culture change before launching any project. As Kaizen is a continuous practice improvement viewpoint, the transferability of the kaizen principles is dependent on the level of engagement of employees and the managerial process. The professional decisions should be employee determined and the collaboration between the kaizen culture and the organizational culture is the key for the success of operational and sustainable handover of Kaizen know-how. Kaizen philosophy is one of the continuous improvement philosophies. to control and reduce costs, small but powerful. Unlike other cuts, the quality of the product or service is unchanged by Kaizen. The wellbeing of all stakeholders (administrators, teachers, students) is not compromised by Kaizen. The cost increase for the consumer is not a cover for corporate inefficiency. Kaizen is not a hurried one-time trick. Every employee should be constantly alert for waste of resources in Kaizen organizations which implies extra, null, and operational curriculum in the curriculum development process. The system reduces its workforce when it finds a process that doesn't raise the value or quality of the experience (Maruer, 2012; Al Smadi, 2009).

Kaizen has proven its worth in streamlining processes and improving efficiency within office administration and services. Many universities around the world are now implementing large-scale change programs on Kaizen aimed at reviewing their administrative services and developing a culture of continuous improvement (A Joshi, 2012).

It provides a way of responding to the growing need to deliver more while consuming less using Kaizen principles. It uses cultural change to deliver dramatically improved service and decreased costs. By involving people at the right level it develops a sense of ownership for work. It also develops Teamwork within departments, making the University leaner, smaller, and increasing morale. Some of the results of implementing an education Program are; Reduced Costs, Reduce Process Times, Better service to Students, Simpler administration for Academics, More time for staff to spend doing the important stuff.

Office heads commitment and involvement – this factor is also about the willingness of the management for bringing a culture of continuous improvement in an organization through long-

term determination. This factor also includes the assertiveness (outlook) of the office heads for alteration (Ang et al., 2016). In nature, we human beings are change-resistant, but office heads should inspire changes. This factor mainly focuses on the perspective of the management on change. If office heads has a positive attitude, it is possible to dialogue about continuous improvement through endless change.

Employee participation – this is almost related to the suitability of managerial activities and the organizational arrangement for continuous improvement (Al-Tahat, & Eteir, 2010; Blumberg, et al., 2005). Occurrence of the responsible body for training, development, and improvement in the administrative structure, availability of different ways of accompanying continuous improvement activities and tools like suggestion system, small group activities, and so on. The position of communication media among the company's community is included in this factor. In addition, it is also related to the way that improvement ideas are evaluated and implemented. If there is an administrative system to launch new improvement ideas, it is a poor system for continuous improvement (Winter, 1997).

Employee motivation – due to different factors, employees may not be ready for continuous improvement. This factor is all about the satisfaction of the employees in the organization and their readiness for improvement (Asayehgn, 2012; Berhanu, 2011; Assefa, 2010).

Employee capacity – the capacity of the employees is the additional critical factor that affects continuous improvement in an organization. If there are highly knowledgeable and energetic employees with rich academic potential there is a great advantage for continuous improvement.

Lack of improvement ideas – this factor is inter-related with the capacity of the employees as well as their motivation. If there is lacking enthusiasm for employees with high capacity, there may not be improvement ideas from the employees. In addition, this is also related to the Employee Participation in which improvement ideas are treated from collecting to implementing stages.

From the above investigations, it is believed that the following factors are the critical factors that involve most of the above-identified factors on the implementation and adoption practice of kaizen philosophy in selected Woredas Education Offices in Jimma Zone. These factors are described based on the researcher's view.

This indicates that there is no sufficient information about the implementation and adoption practice of kaizen philosophy to bring unified commitment and involvement of both top-level management and workers in different activities including decision making regarding different issues. On the other hand, from the discussion made with some employees in different work units, the commitment of level has, no doubt, increased and the involvement of most top-level management has been high. However, for this to be taken as a certain outcome, it needs further continuous assessment for its sustainability.

In Jimma zone education offices, however, schools and districts have been slower to incorporate continuous improvement into their practices, and few are publicly referred to as “highly reliable”. Organizations responsible for open-heart surgeries or landing planes on aircraft carriers use continuous improvement processes to ensure near-perfect performance. Nonetheless, public schools, which are responsible for educating the children who will one day, perform open-heart surgery and pilot those planes continue to struggle to meet performance requirements, such as closing achievement gaps or graduating all students’ college- and career-ready.

The schools and districts that use continuous improvement can achieve remarkable results. Indeed, educational organizations that have pursued such a path have achieved a range of performance goals, including decreased failure rates, increased homework completion rates, increased Advanced Placement exam participation, increased kindergarten readiness, increased school enrollments, and more efficient use of funds. Such results merit further consideration by education policymakers and practitioners.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summery

This study investigates the implementation and practice practices of kaizen philosophy. To this, it was done to full fill these basic objectives.

- ☛ To what extent does Jimma Zone education office practice the Implementation Kaizen philosophy?
- ☛ What is the perception of employee towards adoption practices of Kaizen philosophy?
- ☛ What are the challenges observed in the adoption of the implementation practice of Kaizen philosophy in Jimma zone educational office?

Thus the result on “what is extent does education office in Jimma Zone Implementation and practice Kaizen philosophy” the Grand Mean for the office heads is 2.634 with a standard deviation 0.552. This implies that office heads were not implemented and practice the Kaizen philosophy in their office. Moreover, the Grand Mean for employers is 2.432 with a standard deviation of 0.488. This implies that employers were not implemented and practice the Kaizen philosophy in their office.

Regarding the perception of an employee towards kaizen practice and adoption practices. The result shows that the Grand Mean for office heads is 2.84 with a standard deviation of 0.548. This implies that office heads did not have a good perception and attitude on Kaizen philosophy. Moreover, the Grand Mean for employers is 2.60 with a standard deviation of 0.507. This implies that employers do have not a good perception and attitude on Kaizen philosophy/

In addition the result on the objective on the challenges observed in the practice and adoption the implementation practice of Kaizen philosophy n Jimma zone selected woredas educational office shows that the Grand Mean for office heads were 2.74 with a standard deviation of 0.414. This implies that office heads have not Monitoring and evaluation of Kaizen philosophy. Moreover, the Grand Mean for employers was 2.74 with a standard deviation of 0.512. This implies that employers have not Monitoring and evaluated Kaizen philosophy.

Finally, the result from correlation coefficients of the three variables for Office heads .To investigate if there was a statistically significant association between the three variables i.e. (Kaizen implementation practice vs perception on kaizen) $r(7) = 0.633^{**}$ $p = .000$). (Kaizen implementation practice vs monitor and evaluative of kaizen $r(7) = 0.731^{**}$ $p = .000$). The direction of the association was not strong which means as office heads decreases, communication with the employer. Pearson moment product correlation was calculated, $r(7) = .764$, $p = 0.000$.and perception on kaizen vs monitor and evaluative of kaizen). Moreover, the Pearson moment product Correlation coefficient for employers was calculated between the three variables i.e. (Kaizen implementation practice vs perception on kaizen) $r(99) = 0.863^{**}$. The magnitude of this association is positive. Similarly, (Kaizen implementation practice vs monitor and evaluative of kaizen $r(99) = 0.770$. The magnitude of this association is positive. Moreover, the relation between Perception on kaizen philosophy vs Monitor and evaluative of kaizen $r(99) = 0.714^{**}$. The magnitude of this association is strong and positive.

5.2 Conclusion

The purpose of this study is to analyze the practice and adoption practices of Kaizen in Jimma Zone selected woredas Educational office. When the respondents are asked to mention the factors affecting practice and adoption practices continuous improvement in Jimma zone education offices are shortage of raw materials and facilities, lack of transparency at all levels of management, lack of motivation for the employees from office heads , and judgment between employees in promotion and work assignment are mentioned by some respondents.

Improving the above points by implementing continuous improvement tools, will result in high improvement on quality, cost, and delivery time. An implementation manual for continuous improvement tools is developed. The implementation manual has different categories of concerns. In each category, there are different improvement tools and activities are included with necessary guidelines including the definition of the tool, prospective users, problem to be addressed, the process of the tools, steps to implement, resource required, the positive impact of implementing it, challenges and pitfalls and indicators for monitoring.

Meanwhile, there are best practiced from among three main standpoint factors these practices are: that the study result indicated that the success factors that employee empowerment and customer focus are the best practiced from other success factor variables in the institute. The other is that the study shows that the technical factors that Kaizen Principles and Teamwork are the best practiced from other technical factor variables. Additionally, the performance factors indicated the operation cost-saving and profit generate are the best practiced from other performance factor variables. Finally, as a result indicated among the three main factors Technical Factors and Performance Factors are the best practiced in the institute. Therefore other public organizations should take as a good practical experience for their practice. There is a lack of synergy between the Kaizen culture and the existing culture of the schools and district's education offices of Jimma zone education offices. The limited adoption and practice of kaizen in the office aligned with service are mainly due to the limited knowledge on kaizen principles, techniques, tools, work attitude, and its effectiveness by the institute management and employee. The education offices faced many challenges those are:

- Lack of work attitude, skill, and lack of knowledge about kaizen principles, techniques and tools.

- The misconception of interest to accept and implement kaizen for the first starting year in the institute. Because kaizen is a change tool and a new philosophy in Ethiopia especially in the service sector.
- The leadership system was traditional before starting kaizen and other change tools.
- Lack of awareness about kaizen and benefit of kaizen in the service sector.

But the institute trying to solving all challenges step by step by the identified the bottleneck of the challenges to implementing kaizen with aligned people-oriented; process-oriented, process standard, kaizen automation and giving programmed training for all institute management members and employees.

5.2 Recommendation

Based on the finding and conclusion of the study ; the researcher would like to forward the following recommendation

The Ethiopian kaizen institute should conduct continuous follow up and provide out going support in order to sustainability implementation process and in addition to this providing kaizen implementation progress is very important to encourage better achievement .

To sustain the implementation process management should encourage employees and give some respect what they say or what they done and also management must change their attitudes

It would be advisable to provide sustainable training based on the application of kaizen for all members of the offices. Particularly new employees to ensure sustainability for the full implementation process

The educational office is also advised to modify its kaizen implementation process to solve all the office problems including employee and management relationship and the office kaizen team leader and zone kaizen leader in order to resolve any problems. the major success of kaizen sustain ,thus the factory is expected to communicate and create awareness about kaizen ,for its workers and participants by using different media to maintain sustainability .

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APPENDIX A

JIMMA UNIVERSITY

COLLEGE OF BEHAVIORAL SCIENCE AND EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

The practice and adoption practices of kaizen on Jimma Zone Selected woredas educational offices

Questionnaire for employees

Dear respondent

My name is Serawit yigezu a graduating class student of Educational Leadership at Jimma University. Currently, I am doing a thesis on the practice and adoption practices of kaizen on Jimma Zone Selected woredas educational offices in the case of Ethiopian Educational Institute. The purpose of this questionnaire is to obtain information based on your personal view, on how kaizen practice affect your performance, and the adoption practices encounter upon implementation:

The quality of the result is in this research based on the accuracy of the information you provided. This research work is for academic purposes only. So the research will assure the information provide is going to be communicated anonymously. I appreciate and thank you for all the accurate reflections you provided.

If you have any comment or questions please contact

GeteyeTerfie

Email: _____ or

Phone: 0917060856

Thank you in advance for your help in this important research.

Part one: Socio-demographic Characteristics of Respondents

I. Gender Male_____ Female_____

II. Age from 18_____29 30_____45 46 _____60 and 60+_____

III. Level of education: High school graduate and below _____ Diploma_____ Highest level of Educational first degree_____ second degree_____: third degree_____

IV. Years of kaizen started _____ and current implementation position _____

V. Your work experience in the institute_____ and your department /position_____

VI. Average monthly income _____

VII. Marital status: Single____ Married_____ Divorce____ Widowed _____

Part two: Substantive Section within linker system

NB: Strongly Disagree =1 Disagree = 2 Moderate = 3 Agree = 4 Strongly Agree = 5

Please circle and give your response on the space provided that the best describe your answer.

No	Item	1	2	3	4	5
	The implementation practice of Kaizen philosophy					
1	Office heads the implementation practice of Kaizen philosophy in the officers;					
2	Other employers the implementation practice of Kaizen philosophy;					
3	I never practice kaizen philosophy;					
4	I know how to the implementation practice of Kaizen philosophy;					
5	kaizen philosophy implementation and practice is very simple;					
6	Kaizen philosophy is effectively implemented and practiced in our office					
7	I am an active participant in implementing and practicing kaizen philosophy;					
	Perception and attitude towards Kaizen philosophy					
8	Office heads the implementation practice of Kaizen philosophy in the					

	officers;					
9	Other employers the implementation practice of Kaizen philosophy;					
10	I never practice kaizen philosophy;					
11	I know how to implement and practicing practice kaizen philosophy;					
12	kaizen philosophy implementation and practice is very simple;					
13	Kaizen philosophy is effectively implemented and practiced in our office					
14	I am an active participant in implementing and practicing kaizen philosophy;					
15	Kaizen philosophy have the positive social outcome					
16	Kaizen philosophy have a technical outcome					
	Monitoring and evaluation of Kaizen					
17	Office heads have a good attitude towards kaizen philosophy;					
18	Employees have a good attitude towards kaizen philosophy;					
19	The employee's skill kaizen is implemented.					
20	Kaizen philosophy make my work simple					

2 1	Kaizen philosophy people adoption in your office					
2 2	.I like working with the use of Kaizen philosophy					
2 3	Office heads the implementation practice of Kaizen philosophy in the officers;					
2 4	Other employers the implementation practice of Kaizen philosophy;					
2 5	I never practice kaizen philosophy;					